

School Improvement Grant (SIG)

Regional Training

September 30, 2016 &
October 3, 2016



Vision

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

Mission

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

State Board of Education Goals 5-Year Strategic Plan for 2016-2021

- ✓ All Students Proficient and Showing Growth in All Assessed Areas
- ✓ Every Student Graduates High School and is Ready for College and Career
- ✓ Every Child Has Access to a High-Quality Early Childhood Program
- ✓ Every School Has Effective Teachers and Leaders
- ✓ Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
- ✓ Every School and District is Rated “C” or Higher

6th Goal

- ✓ Every School and District is Rated “C” or Higher

Outcomes Metrics (4 out of 6)

- ✓ Increase the growth of “D” and “F” **districts** along the “A-F” Spectrum by improving the letter grade and/or increasing the number of points within a letter grade
- ✓ Increase the growth of “D” and “F” **schools** along the “A-F” Spectrum by improving the letter grade and/or increasing the number of points within a letter grade
- ✓ Increase the percentage of **districts** rated “C” or higher*
- ✓ Increase the percentage of **schools** rated “C” or higher*

**Grades reported for 2014-15 are non-waiver grades*

Objective 1

- ✓ Improve academic outcomes in Targeted Support and Improvement Schools and Comprehensive Support and Improvement Schools

Outcomes/Metrics (4 out of 6)

- ✓ Increase the growth of “D” and “F” **districts** along the “A-F” Spectrum by improving the letter grade and/or increasing the number of points within a letter grade
- ✓ Increase the growth of “D” and “F” **schools** along the “A-F” Spectrum by improving the letter grade and/or increasing the number of points within a letter grade
- ✓ Increase the percentage of **districts** rated “C” or higher*
- ✓ Increase the percentage of **schools** rated “C” or higher*

**Grades reported for 2014-15 are non-waiver grades*

Provide an Overview of the School Improvement Grant (SIG)

- Request for Proposal (RFP)
 - Components
- SIG Models
 - Transformational/Turnaround
 - Evidence-Based Whole School Reform
 - Early Learning Model
 - MS Pathways for Success
- Upcoming Training Opportunities
- Questions/Feedback

- Develop an understanding of the RFP processes and procedures
 - Process and Timeline
 - LEA Plan Overview
 - School Proposal
 - Budget
 - Appendices Checklist
 - LEA Application Rubric/Toolkit Organization

- School Improvement Grant (SIG) is a program authorized by section 1003(g) of the Elementary and Secondary Education Act (ESEA) of 1965.
- Funds used to award competitive grants to districts that:
 - demonstrate the greatest need and
 - the strongest commitment to use funds to improve the quality of instruction and raise academic achievement of student.
- Local Education Agencies (LEAs) may be awarded 3 to 5 year grants ranging from \$50,000 to \$2,000,000 per year, per school to implement one of seven intervention models.

School Improvement Grant Stakeholder Input

- Assembled a cross-departmental SIG Planning Team
- Conducted webinar with Committee of Practitioners
- Engaged external stakeholders in focus groups

- LEAs eligible for services under subpart 1 or 2 of part B of the Title VI of the ESEA (Rural Education Assistance Program—REAP)
 - May request to modify one element of the **turnaround** or **transformation** model
 - Must still meet the intent and purpose of that element

Reporting Metrics - Performance Framework Data Collection

Reporting Requirements

- LEA must report and meet 5 of 9 leading indicator goals:
 - Number of minutes within school year;
 - student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup;
 - student attendance rate;
 - Number and percentage of students completing advanced coursework (e.g. AP/IB), early college high schools, or dual enrollment classes;

Reporting Requirements

- Leading Indicators Continued
 - dropout rate;
 - discipline incidents;
 - chronic absenteeism rates;
 - distribution of teachers by performance level on the LEA's teacher evaluation system
 - teacher attendance rate

Reporting Requirements

- LEA must report and demonstrate progress towards meeting achievement indicator goals:
 - percentage of students at or above each proficiency level on state assessments in reading/language arts and in mathematics, by grade and by student subgroup;
 - average scale scores on state assessments in reading/language arts and in mathematics, by grade for the “all students” group, for each achievement quartile, and for each subgroup
 - percentage of limited English proficient students who attain English language proficiency
 - graduation rate
 - College enrollment rates

Performance Framework Data Collection

Greater emphasis is placed on the district

The district is required to:

- plan for sustaining reforms after funding period ends
- provide oversight and support for implementation of the selected intervention model (e.g. LEA turnaround office)
- review and hold external providers accountable for their performance
- engage families and communities in the selection of the intervention model and seek continuous input throughout implementation

Request for Proposal (RFP) Organization



- Procurement Requirements
- Timeline of Activities
- Important Documents
 - Intent to Submit
 - Coverpage
 - Checklist
 - LEA Assurances

- Procurement Submission Requirements
 - 5 Applications
 - Typed (Paper)
 - Electronic (CD or USB Flash Drive)

Due: Thursday, October 27, 2016; 3:30 pm

Hand deliver or Mail

Lorraine Wince, Office of Procurement

REJECTION OF PROPOSALS

- The proposal does not contain the required eligibility components;
- The proposal contains unauthorized amendments to requirements of the RFP;
- The proposal is conditional;
- The proposal is incomplete or contains irregularities that make the proposal indefinite or ambiguous;

REJECTION OF PROPOSALS

- The proposal contains false or misleading statements or references;
- The proposal does not meet all requirements of the RFP;
- The proposal is submitted and does not include five (5) typed, printed copies
- The proposal is submitted without an electronic copy saved individually to five (5) CDs or USB Flash Drives in a PDF format;

REJECTION OF PROPOSALS

- The proposal is not submitted by the designated deadline;
- The proposal's Cover Page and LEA Assurances are not signed by authorized representative(s) of the applicant; or
- The applicant has previously been cited with major and or significant deficiencies by the MDE in one or more programs.

CRITERIA FOR EVALUATION OF PROPOSALS

- Proposals submitted by the specified time in the specified format and containing the parts described in the **Application Process and Timeline** section shall be evaluated by an Evaluation Committee selected by the MDE. Evaluation will be according to the FY 2015/FY2016 1003(g) School Improvement Grant (SIG) RFP LEA Application Rubric which will be released at the same time as this application.

Process and Timeline

- **Application review will take place in three (3) stages.**
- **Stage 1:** The first part of each application will be reviewed for eligibility according to the rubric. If applicants are deemed not eligible, the application will not be reviewed by the team of reviewers and will be disqualified.
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- **Stage 2:** Reviewers will score each eligible application using the rubric. Rubric scores for the LEA Plan Overview, each of the three parts, and the budget will be added to determine which applicants will make it to the interview round.
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- **Stage 3:** Finalists will be invited to an interview round. Interview scores will be added to the rubric scores to determine a final ranking. MDE will fund applications in the order of their rank until funds are exhausted. ***The MDE reserves the right to examine proposed expenditures and request modifications to proposals that make it to the interview round.***

- **Timeline of Activities**

Month	Action
September 15, 2016	<ul style="list-style-type: none"> • LEA Application Released
October 27, 2016	<ul style="list-style-type: none"> • District applications submitted to MDE
October 28, 2016 – November 17, 2016	<ul style="list-style-type: none"> • District applications reviewed/Interviews
December 2016	<ul style="list-style-type: none"> • Grant awards recommended to State Board of Education for approval • LEAs will be notified about their award status • LEA grants awarded for up-to-five years
January – July 2017	<ul style="list-style-type: none"> • Planning/Pre-Implementation Year begins
August 2017	<ul style="list-style-type: none"> • LEAs begin Year 1 of full implementation
August 2018	<ul style="list-style-type: none"> • LEAs begin Year 2 full implementation
August 2019	<ul style="list-style-type: none"> • LEAs begin Year 3 full implementation
August 2020	<ul style="list-style-type: none"> • LEA begins Sustainability Year, if applicable

- Important Documents
 - Intent to Submit – Not Required
 - Cover Page –
 - Two Pages, Signature Required
 - Checklist
 - FY2015/2016 1003(g) Checklist required
 - LEA Assurances –
 - Outlines Terms and Conditions for federal state and local requirements.

- Part I
 - Introduction
- Part II
 - District Leadership

- Part I
 - Introduction
 - A. Descriptive Information
 - B. Consultation with Stakeholders
 - C. Disclosure of External Party Application Assistance
 - A. **Any person who is not a regular employee of the district or of MDE who may have collaborated on the development of the grant in whole or in part.**

- Part II
 - District Leadership
 - A. District Governance (Analysis of Policy)
 - A. How does policy create barrier to reform?
 - B. How will policy be amended?
 - C. When will changes be enacted?
 - D. School Board Approval
 - E. External Provider Contracting Process
(Recruitment, Screening, Selection Process)
 - 1. Request for Proposal
 - 2. Memorandum of Understanding

- Part II
 - District Leadership
 - B. District Capacity for Selected Intervention
 - A. Experience
 - B. Leadership
 - C. Role in Supporting and Monitoring Implementation
 - D. Record of Success in School Improvement
 - E. Performance History (Accountability)
 - F. Fiscal Responsibility
 - G. Supplemental Plans (Title I Schoolwide, 1003a)

- Part I: Introduction
- Part II: Teaching and Learning
 - Turnaround, Transformation, Early Learning, Pathways to Success
 - Closure
 - Whole School Reform Model

- Part III: Operations and Support Systems
 - Turnaround, Transformation, Early Learning,
 - Pathways to Success
 - Closure
 - Whole School Reform Model

- Part I: Introduction
 - A. Descriptive Information
 - A. Determination of Grant Years
 - B. Needs Assessment Alignment
 - C. Intervention Requirements Alignment

- Part I: Introduction

- D. Commitment

- A. School Improvement measures taken

- B. Teams to Support School Improvement

- C. History with SIG

- E. Implementation Milestones

- Part II: Teaching and Learning
 - Turnaround, Transformation, Early Learning, Pathways to Success
 - Closure
 - Whole School Reform Model

- Part II: Teaching and Learning
 - A. Curriculum
 - A. Use of Standards
 - B. Research-Based Methods
 - C. Vertical Alignment
 - D. Model Specific Requirements (Ex. CCR Competencies)

- Part II: Teaching and Learning
 - B. Instruction
 - A. Instructional Improvements
 - A. Multi-Tiered System of Supports
 - B. Model Specific Requirements (Ex. High Quality Pre-School)
 - C. Data for Instructional Decision Making
 - A. Assessments
 - B. Early Warning System
 - D. Instructional Leadership and Staff

- Part II: Teaching and Learning
 - A. School Closure
 - A. Consolidations
 - B. Closure Plan
 - B. Whole School Reform Model
 - A. Approved Evidence-Based Model
 - B. Instructional Fit based on Needs
 - C. Instructional Staff and Leadership

- Part III: Operations and Support Systems
 - Turnaround (TA), Transformation (TF) and Early Learning (EL)
 - Pathways to Success (PTS)
 - Closure (C)
 - Whole School Reform (WS)

- Part III: Operations and Support Systems
 - A. Allocation of Financial Resources (*TA, TF, EL, PTS, C, WS*)
 - B. Human Resource Systems (*TA, TF, EL*)
 - C. Organizational Structures and Management (*TA, TF, EL, PTS, C, WS*)
 - D. Support for Teaching and Learning (*TA, TF, EL*)
 - E. Family and Community Engagement (*TA, TF, PTS, EL, WS*)

- F. Evaluation Policies (*PTS*)
- G. Sustainability (*TF, TA, EL, PTS, WS*)
- H. Facilities (**C**)
- I. Family and Community Outreach and Engagement (**C**)
- I. School Leadership (*WS*)

- Details expenditures for the proposal

Appendices Checklist

- Checklist outlining Appendices that are to be included with the proposal.

- Weights for the items on each rubric were determined as follows:
 - 1 for basic information,
 - 2 for state requirements, and
 - 3 for federal requirements

- The ratings are worth the following:
 - 0 for "does not meet standard,"
 - 1 for "partially meets standard,"
 - 2 for "meets standard," and
 - 3 for "exceeds standard."

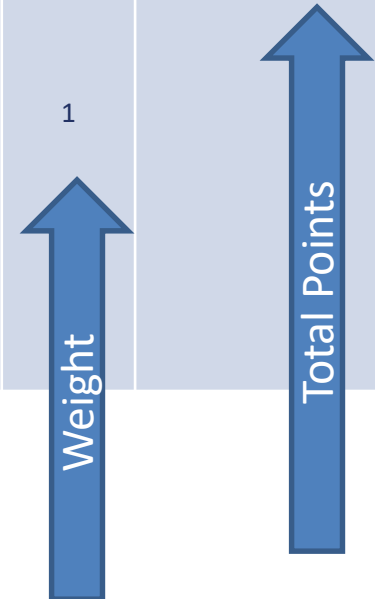
LEA Application Rubric

Model Type	LEA Plan Overview		PART I		PART II		PART III		Budget		TOTAL	
	Total Points	75% Required	Total Points	65% Required	Total Points	75% Required	Total Points	65% Required	Total Points	75% Required	Total Points	Total Required
Turnaround	48	36	49	32	72	54	126	82	36	27	331	231
Transformation	48	36	49	32	72	54	144	94	36	27	349	243
Early Learning	48	36	49	32	76	57	138	90	36	27	347	242
Pathways to Success	48	36	49	32	108	81	53	34	36	27	294	210
Whole-School Reform	48	36	49	32	18	14	48	31	36	27	199	140
Closure	48	36	49	32	24	18	27	18	36	27	184	131

LEA Application Rubric

I. Introduction

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
A. Descriptive Information about the Eligible School(s)	Not applicable.	Form is complete.	Not applicable.	Form is missing any of the following: Name, Designation, Accountability Label, Selected Intervention, NCES ID, or MSIS Code.	1	Does not meet standard = 0 Meets standard = 2





LEA Application Rubric

Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
B. Consultation with Stakeholders	Proposal meets all of the following:	Proposal meets all of the following:	Proposal meets at least one of the following:	Proposal meets any of the following:	3	Does not meet standard = 0
	Agenda, minutes, and sign-in forms are completed and attached.	Agenda, minutes, and sign-in forms are completed and attached.	Agenda, minutes, and sign-in forms are completed and attached	Agenda is not attached.		Partially meets standard = 3
	The description of the consultation with stakeholders is clear.	The description of the consultation with stakeholders is clear.	BUT the description of the consultation is vague	Minutes are not attached.		Meets standard = 6
	LEA provided a robust process for engaging families in the selection of the intervention model.	The description of the consultation provides evidence that the district engaged families and the community in the selection of the intervention model.	OR the evidence that the LEA engaged families and the community in the selection of the intervention model is unclear.	Sign-in form is not completed or not attached.		Exceeds standard = 9
	LEA provided multiple opportunities for meaningful stakeholder consultation.			Description of the consultation is not provided.		
						No evidence that the LEA engaged families and the community in the selection of the intervention model.





Item	Exceeds	Meets	Partially Meets	Does Not Meet	Weight	Total Points
<p>c. Disclosure of External Party Application Assistance (IF APPLICABLE)</p> <p>Although LEAs cannot earn points for this item, any confusion on the part of reviewers must be addressed by LEAs in the interview round, if any of the LEA's school proposals advance.</p>	Not applicable.	<p>Proposal meets at least one of the following: Form is clear and complete.</p> <p>OR</p> <p>The LEA certified that no external parties assisted in the preparation of the application.</p>	<p>Proposal meets at least one of the following: External parties are listed, BUT the parties' roles are not clearly described.</p>	<p>Proposal meets any of the following: LEA did not certify whether external parties assisted in the application AND no further information is provided.</p>	0	No points awarded during initial review.

Section Sub-Total



SECTION SUB-TOTAL	11
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LEA Application Rubric

- **Preferential Points:**
- Any school proposal for a school that has never received SIG *may* be awarded **10 preferential points** in this section. Evidence must be found in item **D.3 found in Part I of the School Proposal section of the RFP.**
- Proposals for the **Turnaround or Transformation Model** which make dual enrollment and AP/IB courses available to ALL students **are eligible for 10 preferential points**. Evidence must be provided in item **B.1.b. found in Part II of the School Proposal section of the RFP.**
- Proposals for the **Turnaround or Transformation Model** which incorporate high-quality pre-school using the Early Learning Collaborative model **are eligible for 10 preferential points**. Evidence must be provided in item **B.2.c. found in Part II of the School Proposal section of the RFP.**
- Proposals for the **Turnaround, Transformation, or Early Learning Models** which incorporate a strong, detailed literacy plan inclusive of all grades but especially K-3 **are eligible for 10 preferential points**. Evidence must be provided in item **B.1.b. found in Part II of the School Proposal section of the RFP.**

Rubric for Budget

Meets	Does Not Meet	Weight	Total Points
Budget meets all of the following: Cover sheet is completed and attached. Cover sheet aligns with the 5-year budget summary sheet.	Budget meets any of the following: Cover sheet is not completed or attached. Cover sheet does not align with the 5-year budget	3	Does not meet standard = 0 Meets standard = 6
Budget meets all of the following: Budget narratives for all items are clear.	Budget meets any of the following: Budget narrative for any item is not clear.	3	Does not meet standard = 0 Meets standard = 6
Budget meets all of the following: Budget items/narratives are supported by the pages referenced in the plan.	Budget meets any of the following: Budget item/narrative is not supported by the pages referenced in the plan.	3	Does not meet standard = 0 Meets standard = 6
Budget meets all of the following: All plan elements that require funding are reflected in the budget or narrative.	Budget meets any of the following: Plan elements that require funding are not reflected in the budget or narrative.	3	Does not meet standard = 0 Meets standard = 6
Budget meets all of the following: All budget items follow EDGAR cost principles (are reasonable, necessary, and program-related).	Budget meets any of the following: All budget items do not follow EDGAR cost principles (are reasonable, necessary, and program-related).	3	Does not meet standard = 0 Meets standard = 6
Budget meets all of the following: The annual allocation request per school for any year is no less than \$50,000 and no more than \$2,000,000.	Budget meets any of the following: The annual allocation request per school for any year is less than \$50,000 or more than \$2,000,000.	3	Does not meet standard = 0 Meets standard = 6
BUDGET TOTAL			36

- Guidance Documents
- Budget Guidance pp. 58-59
- Performance Framework Definitions pp. 61-93

Turnaround and Transformation Models



Learning Targets

- Provide an overview of Transformational Leadership Theory
- Develop an understanding of components linked to the Transformation and Turnaround Models
- Develop an understanding of competencies of a Turnaround Leader
- Understand the underlying characteristics of Leaders “**Likely to Succeed**”

Transformational Leadership Theory

Building School Vision and Establishing Goals

Creating a Productive School Culture

Providing Intellectual Stimulation

Offering Individualized Support

Source: Transformational Leadership- A Matter of Perspective by Vicki Denmark, Ph.D.

Transformational Leadership Theory

Modeling Best Practices and Important
Organizational Values

Demonstrating High Performance Expectations

Developing Structures to Foster Participation
in School Decisions

Source: Transformational Leadership- A Matter of Perspective by Vicki Denmark, Ph.D.

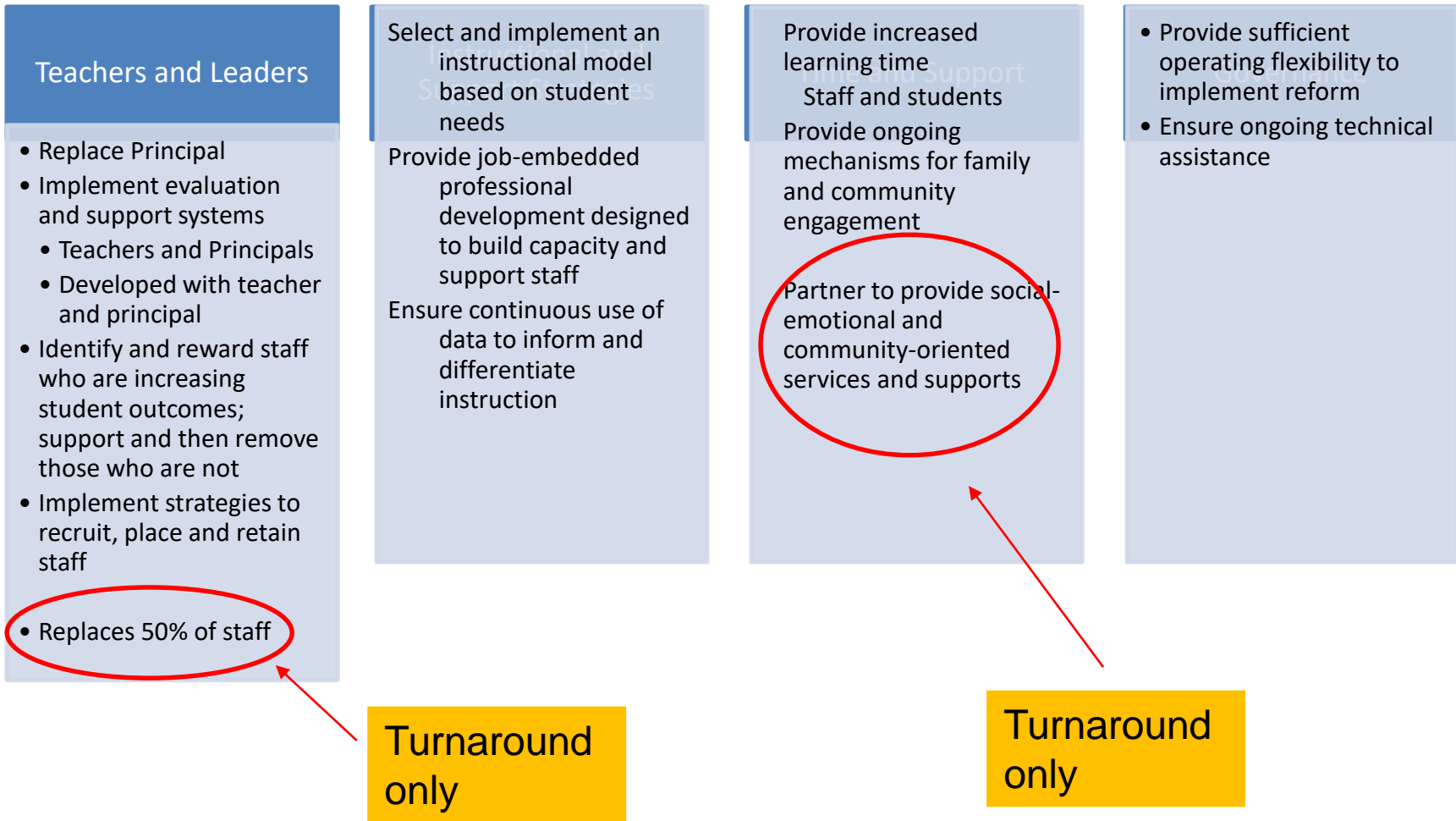
the organization's connect assessment align and transformational to must that the elements establish and curriculum system purpose leader ensure instruction of A the and.



Source: Transformational Leadership- A Matter of Perspective by Vicki Denmark, Ph.D.

Simply stated, a transformational leader must establish and ensure that the elements of the system (curriculum, instruction, and assessment) connect and align to the organization's purpose.

Transformation and Turnaround Models



Choosing the "Right" Turnaround Leader

- **Beyond Job Skills**
 - What does a turnaround leader need that a leader of an already successful school may not?
- **Lifelong Learners**
 - Vetting practical skills
 - It's all about speed
- **Central Support**
 - Staying the course
- **Proof of Impact**
 - Have a process in place

Source: School Administrator- Turnaround Principal Competencies by Lucy Steiner and Sharon Barrett

Driving for Results

- Achievement
- Initiative and Persistence
- Monitoring and Directiveness
- Planning Ahead

Influencing for Results

- Impact and Influence
- Team Leadership
- Developing others

Source: School Turnaround Leaders: Competencies for Success.

Problem Solving

- Analytical Thinking
- Conceptual Thinking

Showing Confidence to Lead

- Self Confidence

Source: School Turnaround Leaders: Competencies for Success.



School turnaround is possible, but it takes a broader, concerted effort with daring leadership at the helm and persistent, achievement-oriented collaboration among staff.

Source: School Turnaround Leaders: Competencies for Success.



It Can Happen !!



Evidence-Based Whole-School Reform Models



EVIDENCED-BASED WHOLE SCHOOL REFORM MODEL

- Provide an overview of the Evidenced-Based Whole School Reform Model
- Identify **"APPROVED"** whole-school reform model developers
- Develop an understanding of components linked to each model developer

EVIDENCED-BASED WHOLE SCHOOL REFORM MODEL

- EVIDENCED-BASED WHOLE SCHOOL REFORM MODELS
 - Developed in partnership with one of the providers approved by the U.S. Department of Education.
 - Institute for Student Achievement Whole School Reform
 - Positive Action Strategy
 - Small Schools of Choice
 - Success for All

Based on evidence of effectiveness in a **similar setting** to the school applying for the grant



EVIDENCED-BASED WHOLE SCHOOL REFORM MODEL

- The Evidenced-Based Whole School Reform Models are designed to :
 - Improve student academic achievement or attainment
 - Be implemented for **ALL** students in a school
 - Address at a **minimum**, each of the following:
 - School leadership
 - Teaching and learning in at least one full academic content area
 - Student non-academic support
 - Family and community engagement

EVIDENCED-BASED WHOLE SCHOOL REFORM MODEL

- A LEA must implement this model in **partnership** with a whole-school reform model **developer**.
 - A **developer** is an entity or individual that:
 - Maintains proprietary rights for the model; or
 - Has a demonstrated record of success in implementing a whole-school reform model

AND

- Is selected through a **rigorous** review process that determines that the developer is likely to produce **strong** results for the school.

EVIDENCED-BASED WHOLE SCHOOL REFORM MODEL

- In considering an LEA's application that includes an evidence-based, whole school reform model, an SEA must consider the extent to which:
 - the evidence supporting the model includes a **sample population** or **setting** similar to the population or setting of the school to be served.

AND

- The model developer partner meets the “whole-school reform model developer” definition

Institute for Student Achievement (ISA)

- The ISA model focuses on three core areas, grounded in seven, research-based principles.
 - College-preparatory instruction program
 - Extended school day and school year
 - Distributed counseling
 - Dedicated team of teachers and counselors provides a consistent support network throughout students' four years of high school
 - Parent involvement is strongly supported, as it has been proven to positively influence student learning and achievement.
 - Continuous organizational improvement.



Positive Action Strategy

- The Positive Action System has multiple strategies to improve student academic achievement and attainment.
 - To provide high quality instruction and learning in English/Language arts and to provide extensive content which to practice and apply the instruction so that deep learning takes place.
 - To use ample, engaging content to motivate students to learn the English/language arts concepts and standards.
 - To teach directly the skill for higher-order thinking, which are priority goals of the College and Career Readiness Standards

Positive Action Strategy

- To teach thinking skills directly.
- To intrinsically motivate students to achieve and attain in academics-language arts specifically.
- To teach students perquisite skills for learning.
- To ensure more time on task.
- To be implemented for all students.

- *PositiveAction* is focused on producing lasting effects that will endure the test of time. The last year of funding will include a 10-year content license enabling the school ongoing access to *PositiveAction* material.

Small Schools of Choice (SSCs)

- Small Schools of Choice (SSCs) are schools that are organized around smaller, more personalized units of adults and students, giving students a better chance of being known and noticed.
 - They are formed around **three** core principles:
 - Academic rigor
 - Personalized relationships
 - Relevance to the world of work

Small Schools of Choice (SSCs)

- Key Elements of Small Schools of Choice (SSCs)
- When establishing an SSC, there are several core elements that should be implemented:
 - An SSC should be established via a demanding authorization process that requires a prospective school leadership team to articulate its educational philosophy and demonstrate how it would motivate teachers, community members, and partner organizations around it.
 - An SSC should be academically nonselective
 - It is recommended that an SSC have about 100 students per grade
 - The district should demonstrate a commitment to acting as a steward for new schools through the start-up phase by generating a set of supports and protections as these schools get up and running.

- Success for All is designed to improve the reading performance of students in elementary schools. It provides extensive professional development, materials, and software to help all teachers in high-poverty Title I schools use proven strategies to ensure reading success.

- The Success for all strategy addresses each of the following elements:
 - Designed to improve student achievement or attainment.
 - Be implemented for all students in a school.
 - Address, at a minimum and in a coordinated manner, each of the following
 - School Leadership
 - Teaching and learning in at least one full academic content area (including professional learning for educators).
 - Student non-academic support.
 - Classroom management
 - Parent involvement in problem behaviors.
 - Family and community involvement.

EVIDENCED-BASED WHOLE SCHOOL REFORM MODEL ACTIVITY

- Now that we have looked at the four models of evidenced whole school reform. I would like you to look at each model and write down **TWO** aspects of the model that would **WORK** in your district and **TWO** aspects that would be a **CHALLENGE** in your district. Explain you're choices.

Comparison of Approved Evidence-Based Whole School Reform Models

	Success for all	Institute for Student Achievement (ISA)	POSITIVE ACTION	SMALL SCHOOLS OF CHOICE
Content Areas	Reading	Literacy, writing, and numeracy are embedded in content areas across the curriculum	English Language Arts	All content areas
Grade Levels	Usually Pre K or K to K-5 or K-8	High school	Pre K-12	Any grade
Instructional Strategies	Language-focused teaching in preschool and kindergarten to build oral language, school skills, and phonemic awareness. Beginning reading instruction in kindergarten and first grade emphasizing phonics, vocabulary,	Inquiry approach to curriculum	Students are taught critical thinking skills and good study habits Addresses student motivation through the Positive Action system which makes students aware of the intrinsic rewards of learning	This model relies on building strong relationships around students and using local standards and curriculum, but with close attention to student progress and quick intervention when needed.

Comparison of Approved Evidence-Based, Whole School Reform Models

	Success for All	Institute for Student Achievement (ISA)	POSITIVE ACTION	Small Schools of Choice
Instructional Strategies(cont.)	<p>And comprehension and children working frequently in pairs.</p> <p>Comprehension-focused instruction in grades 2 and above in which students work in four-member teams to help each other learn and use comprehension strategies (e.g., clarification, prediction, summarization, graphic organizers), deep reading, writing process, and other means of building skill and enthusiasm in reading</p>		<p>Positive Action relies on the Response to Intervention framework to support the differentiation of instruction based on student needs.</p>	<p>Instructional strategies are not specified.</p>



Comparison of Approved Evidence-Based Whole School Reform Models

	Success for All	Institute for Student Achievement (ISA)	POSITIVE ACTION	SMALL SCHOOLS OF CHOICE
Instructional Strategies (cont.)	Small group or one-to-one computer-assisted tutoring for struggling reading			
Student Supports	SFA provides PD and materials to support non-academic intervention of several kinds. Getting Along Together (GAT-2). Program addresses non-academic skills, including self-control, listening, cooperation, interpersonal problem solving, empathy, anger management, and patience	The Distributed Counseling program builds student engagement through strengthened relationships with adults in the school as well as supports for meeting instructional and behavioral goals. It provides an advocate for every student and a personalized guidance curriculum. Students learn peer medication and problem solving skills.	Kits are provided on anti-bullying, drug education, counseling, conflict resolution, and family and community support.	Teachers serve as advisors to small groups of students and meet with them regularly. Each student has one or more adults assigned to guide them towards post-secondary life.



Comparison of Approved Evidence-Based Whole School Reform Models

	Success for All	Institute for Student Achievement (ISA)	Positive Action	Small Schools of Choice
Student Assessment	Formal assessments are given quarterly but informal assessments are given frequently as formative feedback to teachers and students.	Emphasizes performance based and formative assessments but includes summative online assessment tools	Aligned to Common Core or state standards where Common Core is not in use.	Assessment should be teacher driven.
Staff PD and Support	PD in classroom management provides strategies for classroom management, including effective uses of time, transitions, responding to behavior problems without disrupting lessons, and positive reinforcement for good behavior. Most SFA schools also use PBI Strategies.	PD includes coaching and summer and winter institutes. Math PD focuses on building content knowledge, working with the Common Core, and reflection on instructional practice.	The system provides the following: Self-training Professional development learning kits; face-to face and/or online training; Train the trainers; Ongoing support and technical assistance.	PD should be determined by staff based on their needs

Comparison of Approved Evidence-Based Whole School Reform Models

	Success for All	Institute for Student Achievement (ISA)	POSITIVE ACTION	Small Schools of Choice
Family/Community Role	Parent involvement in problem behavior: SFA schools engage parents as partner in building positive behaviors. This can take the form of workshops for parents, daily report cards in which teachers send home good news to parents when students meet expectations, and “walking school bus” children in the morning to ensure on-time attendance	Parent involvement is largely a matter of communicating with parents about student progress but includes involving parents in team interventions with students, education parents about the school program, supporting the creation of a Parents Association and helping the association connect with community stakeholders.	Family Classes are based on a Family Kit. Publisher cites evidence that use of the Family Kit decreases family conflict and increases family cohesion. A Postive Action Community Kit focuses on things that community can do to support the school.	Community involvement is focused on student learning such as providing real world problems to solve, service learning opportunities, internships, and mentorships. Parents participate in school decisions.

Comparison of Approved Evidence-Based Whole School Reform Models

	Success for All	Institute for Student Achievement (ISA)	Positive Action	Small Schools of Choice
Differentiation of Instruction	Principal and teacher facilitator convene teacher teams focused on struggling readers, SPED, and ELL students in order to solve problems and check progress Small group or one-to-one computer-assisted tutoring for struggling readers	Multiple forms of assessment are used to guide differentiation of instruction	Endorsed by the Council of Administrators for Special Education for improving academics, behavior and character of all students, including SPED. Positive Action relies on the Responses to Intervention framework to support the differentiation of instruction based on student needs.	Differentiation is recommended but not specifically addressed.



Comparison of Approved Evidence-Based Whole School Reform Models

	Success for All	Institute for Student Achievement (ISA)	Positive Action	Small Schools of Choice
Educator Autonomy on Instruction	SFA involves scripted instruction. In one implementation study (Beatty, 2011), many Success for All teachers modified these scripts at the classroom level; some SA teachers expressed mixed views of these scripts' effectiveness. Some say that the scripts "work" for their student but that as teachers they feel constrained.	No evidence of scripted instruction or other violations of educator autonomy.	Lessons are provided prewritten with the expectation that all students within a grade level receive the same lessons.	Most decisions are educator driven with input from leaders, families, students, and communities. Instruction is the responsibility of the teachers.
Educator Involvement in Decision-making	The principal and facilitator form staff teams of teachers within the school who provide distributed leadership	Decision-making seems concentrated at the school leadership level.	Leaders receive training for free and a committee made up of teachers, ESP, students, parents, school leaders, and community members	Teachers form a professional community in order to do collaborative team planning and professional development with the regular school schedule.

Comparison of Approved Evidence-Based Whole School Reform Models

	Success for All	Institute for Student Achievement (ISA)	Positive Action	Small Schools of Choice
Educator Involvement in Decision making (cont.)			Directs implementation of the reform effort.	There should be teacher-driven opportunities for continuous assessment, reflection, and improvement of teaching and learning by the entire school.
Staffing Changes	While certified teachers usually do the teaching no evidence for staffing changes is found.	While certified teachers usually do the teaching no evidence for staffing changes is found.	No evidence for staffing changes found.	No evidence for staffing changes found.
Outcomes	Comparisons with matched students in matched schools indicated strong positive effects	High school students using ISA had greater rates of promotion and accumulated more credits than a control	Studies show significant increases in reading scores as well as reduction in absenteeism and	Students have increased graduation rates and college enrollment rates. Postive achievement



Comparison of Approved Evidence-Based Whole School Reform Models

	Success for All	Institute for Student Achievement (ISA)	Postive Action	Small Schools of Choice
Outcomes(cont.)	On most individually administered reading measures, in most schools for students who have been in the program since first grade. Retentions in grade were also substantially reduced, and attendance increased over time. (Madden et al. 1993)	They attended college and persisted in attending longer than non ISA students (Fanscali & BatChava, 2010).	Improved behavior.	Effects were experienced by all student groups including SPED.
COST	For 20 teachers plus administrators and support staff, PD costs are approximately: Year 1 \$54,150. Year 2 \$24,950 Year 3 \$24,950		Initial teaching training: \$3000, Instructor kits \$390-\$460 Student support kits \$75-1450 School climate kit \$460 Annual replacement	Costs per pupil are better at Small Schools of Choice than at larger schools because fewer students tend to need a fifth year of high school to graduate.

EVIDENCED-BASED WHOLE SCHOOL REFORM MODEL

- WHAT WE HAVE LEARNED TODAY:
- Evidenced-Based Whole School Reform Models
- How important the planning year will be in Cohort IV.
- The existing Evidenced-Based Whole School Reform Models
 - Institute for Student Achievement (ISA)
 - Positive Action Strategy
 - Small Schools of Choice
 - Success for All
- Comparison of all four existing Evidenced-Based Whole School Reform Models.

Early Learning Model



- Identify components aligned with the Early Learning Model
- Identify Available Resources
- Develop an understanding of Pre-K Benchmarks
- Develop an understanding of the Effectiveness Evaluation Plan Overview
- Contact Information for Additional Support

Early Learning Model



Early Learning Model

1. Expands or establishes a **high-quality** preschool program

Mississippi Early Learning **Guidelines** for Classrooms Serving Four-Year-Olds

- Requirements for Voluntary Enrollment
- Physical Settings and Outside Play
- Organizational Procedures and Staff
- Curriculum, Materials, and Assessment
- Parent Participation and Transportation

Early Learning Model

The following resources are available on MDE's website (<http://www.mde.k12.ms.us/ESE/EC>):

- Early Learning Guidelines
- Early Learning Standards
- School District Pre-K Determination Guidance

Early Learning Model

2. Offers full-day Kindergarten

3. Uses data to identify and implement an instructional program that is researched-based, developmentally appropriate, and vertically aligned from one grade to the next with state early learning standards

4. Provides educators, including preschool teachers, with time for joint planning across grades

5. Provides ongoing, high-quality, job-embedded professional development

The State of Preschool 2015



View State
Benchmarks



The 2015 *State of Preschool Yearbook* is the newest edition of our annual report profiling state-funded prekindergarten programs in the United States. This latest *Yearbook* presents data on state-funded prekindergarten during the 2014-2015 school year as well as documenting more than a decade of change in state pre-K since the first *Yearbook* collected data on the 2001-2002 school year. The 2015 *Yearbook* profiles 57 state-funded pre-K programs in 42 states plus the District of Columbia and also provides narrative information on early education efforts in the 8 states and the U.S. territories that do not provide state-funded pre-K. Nationally, the 2014-2015 school year showed continues improvement in state funded pre-K with larger increases in enrollment, spending, spending per child, and quality standards than the previous year. State funded pre-K served almost 1.4 million children in 2014-2015, an increase of 37,167 children from the previous year. State spending topped \$6.2 billion, an increase of over \$553 million, although two-thirds of this increase can be attributed to New York. Spending per child saw the largest increase in a decade, reaching \$4,489 per child. Six programs in five states met new quality standards benchmarks and two new states, West Virginia and Mississippi, joined the group of states meeting all 10 quality standards benchmarks. However, progress has been unequal and uneven with some states taking large steps forward and other states moving backward. At the recent rate of progress it will take decades to serve even 50% of 4-year-olds in state pre-K. Government at every level will need to redouble their efforts and move forward.

The 2015 *Yearbook* is organized into three major sections. The first section offers a summary of the data and describes national trends in enrollment, quality standards, and



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA/BS	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, or equivalent field; BA/BS with 12 hours of approved coursework; BA/BS and a specialized EC training program to 12 hours of approved coursework	Specializing in pre-K at least 1 support service	<input checked="" type="checkbox"/>
Assistant teacher degree	AA (public); Other (nonpublic) ¹	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	15 clock hours/year	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size.....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision; hearing; height/weight/BMI; immunizations; developmental; and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Breakfast or lunch	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

**TOTAL
BENCHMARKS
MET**

10

Technical Assistance Request



Early Childhood Technical Assistance Request Form

Please complete the information below for on-site technical assistance for early childhood and early childhood special education. Mark all boxes that apply to your on-site request. The Office of Early Childhood will work diligently to adhere to the time frame you have listed but cannot guarantee staff availability. Therefore, please place your requests for assistance as early as possible. Email this completed form to earlychildhood@mdek12.org.

School district/ collaborative:	
School/site name and physical address:	
Contact person: Contact's email: Contact's phone:	
Type of early childhood technical assistance needed: (<u> </u> <u> </u> all that apply)	<input type="checkbox"/> Professional Development <input type="checkbox"/> Coaching <input type="checkbox"/> Reviewing Information/Files <input type="checkbox"/> Meeting <input type="checkbox"/> Other _____
Month/date options of requested technical assistance:	
Number of expected participants:	<input type="checkbox"/> Principals <input type="checkbox"/> Assistant Teachers <input type="checkbox"/> Curriculum Coordinators <input type="checkbox"/> Teachers <input type="checkbox"/> Child Care Providers <input type="checkbox"/> Head Start Staff Other _____
Topic and description	

Professional Development Opportunities

Early Learning Model

- Refer to the Early Learning Guidelines for Classrooms Serving Four-Year-Old Children and the 2018 Teacher Credential Pathways for more information
 - www.mdek12.org/ec
- Preschool classrooms should use highly qualified teaching staff:
 - Effective 2018:
 - Teachers: 153-Pre-K/K endorsement
 - Assistant Teachers: AA with a minimum of 12 credits in early childhood education

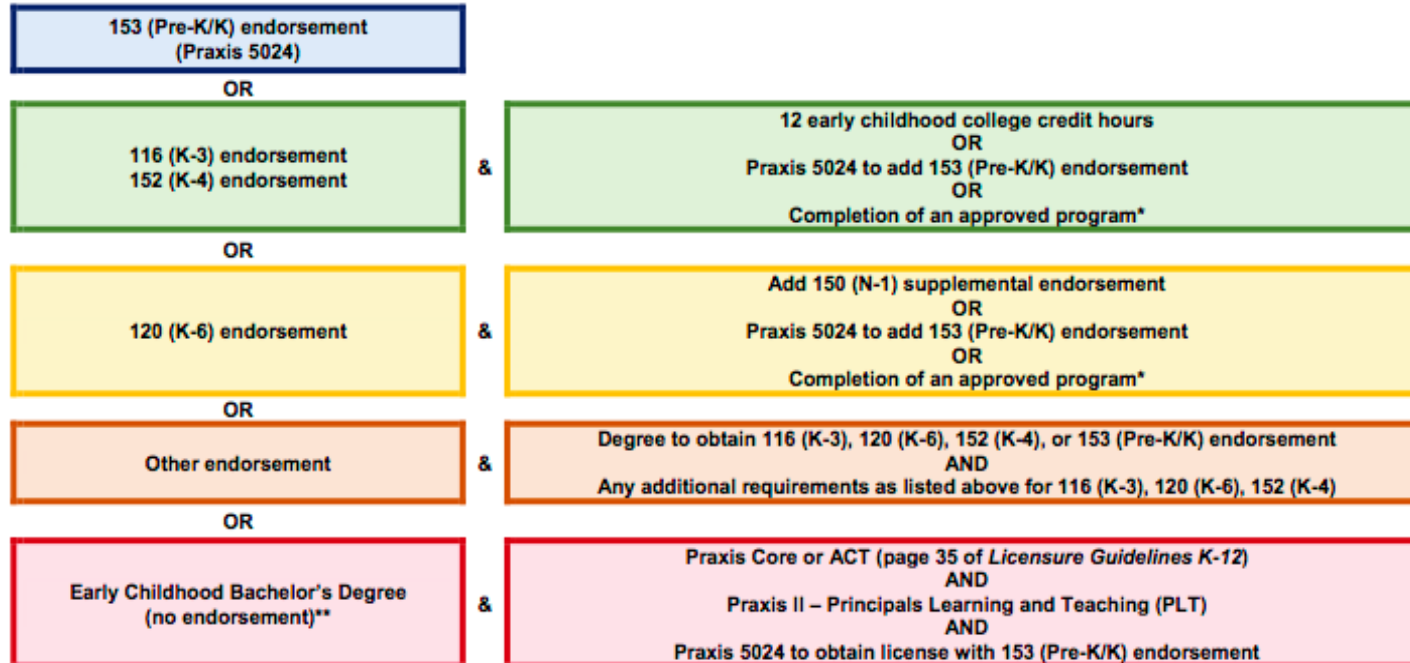


Teacher Licensure Requirements

Fall 2018 Pre-K Teacher Credentialing

The pre-k teacher credentialing will change effective fall of 2018 as per the *Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children*. The Office of Educator Licensure will continue to oversee the obtainment of endorsements. The Office of Early Childhood will be responsible for any other components of credentialing.

Teachers are required to follow one of the pathways listed below:



*Approved programs include the Child Development Associate (CDA), National Board Pre-K Certification, Director's Credential, Montessori Credential, and the MDE's intensive specialized early childhood training program (122). MDE considers additional state, regional, or nationally approved programs upon request. Entities may submit program component documentation to earlychildhood@mdek12.org for consideration.

**Early Learning Collaborative teachers in sites that are not accredited by the MDE are not required to obtain a license, but must have a bachelor's degree in early childhood, complete at least 12 hours of early childhood college credit, or complete an approved early childhood program.

Paraprofessional Requirements

Fall 2018 Pre-K Assistant Teacher Credentialing

To teach in a pre-kindergarten classroom starting Fall 2018, assistant teachers must follow one of the pathways listed below to meet the requirements:

Early Childhood Associate's Degree

OR

Associate's Degree

&

12 early childhood college credit hours

OR

Completion of an approved program*

*Approved programs include the Child Development Associate (CDA), National Board Pre-K Certification, Director's Credential, Montessori Credential, and the MDE's intensive specialized early childhood training program. MDE considers additional state, regional, or nationally approved programs upon request. Entities may submit program component documentation to earlychildhood@mdek12.org for consideration.

Effectiveness Evaluation Plan Overview

2017-2018

Purpose

- Schools providing services to prekindergarten (Pre-K) aged children receive an **annual** evaluation to ensure the effectiveness of services on improving children's learning and well-being.
- **Evaluation occurs for:**
 - The Early Learning Collaboratives (collaborative)
 - Other Pre-K classrooms (e.g. Title I, local-funded, tuition-based) in Mississippi public schools.
- **Evaluation consists of two parts:**
 - Rate of readiness
 - Monitoring

Rate of Readiness

- The rate of readiness is a score assigned to each site through completion of specific evaluation tools that assess how children grow academically and developmentally throughout a school year and how the classroom environment and teaching practices support children's learning.

- A site score is comprised of the sum of sub scores from the following tools:
 - The Mississippi K-3 Assessment Support System (MKAS²)
 - A comprehensive early learning assessment (CELA)
 - Classroom Assessment Scoring System (CLASS)

- The Mississippi K-3 Assessment Support System (MKAS²) is the assessment used to meet the requirements of the Literacy-Based Promotion Act.
- As a part of MKAS², the Kindergarten Readiness Assessment is administered to all public Pre-K and kindergarten students at least twice annually to assess concepts such as letter name, phonics, and comprehension.
- This test provides teachers and parents an understanding of what children know and are able to do in the area of early literacy upon entering kindergarten.

- Results are used to help improve the quality of instruction and to determine interventions and services students need.
- Ratings are measured either through meeting a targeted scale score or a threshold for growth.

- The 2015-2016 school year Kindergarten Readiness Assessment results will be used to determine if each student has met the expected performance target of 498 scale score points.
 - This scale score at the end of Pre-K means that the student has **mastered** 70 percent of the assessed early literacy skills needed and supports that the student is on track to meet the end of grade three reading proficiency expectations.

- The Classroom Assessment Scoring System (CLASS) is an observational instrument developed at the Curry School Center for Advanced Study of Teaching and Learning to assess classroom quality in infant, toddler, Pre-K, and kindergarten through 12th grade classrooms.
- It describes multiple dimensions of teaching that are linked to student achievement and development and has been validated in over 2,000 classrooms.

CLASS Rating

- CLASS is scored by trained and certified observers using a detailed protocol. Following their observations of teacher-child interactions, CLASS observers rate each dimension on a 7-point scale, from low to high.
 - **Low Range** – An average of a 1 – 2 is assigned when the quality of teacher-child interactions is low. Classrooms in which there is poor management of behavior, teaching that is purely rote, or where interaction is lacking between teachers and children would receive low scores.
 - **Mid Range** – An average of 3 – 5 is assigned when classrooms show effective interactions, but also periods when interactions are ineffective or absent.
 - **High Range** – An average of 6 – 7 is assigned when effective teacher-child interactions are consistently observed throughout the observation period.



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

Classroom Assessment Scoring System (CLASS)

Training Video

Teachstone

CLASS*

Trainings

PD

Resources

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New Haven

Blog



Research



Comprehensive Early Learning Assessment (CELA)

- A Comprehensive Early Learning Assessment (CELA) assesses a child's development through all domains.
 - Social-emotional
 - Language/communication
 - Physical development (fine and gross)
 - Cognition
 - Approaches to learning

Pre-K Classroom Site Score Breakdown

School Year 2017-2018

- MKAS² – 25 points
- CELA – 25 points
- CLASS – 50 points



Rate of Readiness Scoring Breakdown

A.	MKAS² Scoring Average percent of district school site children meeting 498	Percentage of children that meet 498 by the end of the year	0-29% = 0 points 30-49% = 8 points 50-65% = 15 points 66-100% = 25 points
		OR	OR
		Percent of children that demonstrate an average point gain of 98 per site	0-24% = 0 points 25-39% = 8 points 40-49% = 15 points 50-100% = 25 points
B.	CELA	To be determined based on the comprehensive early learning assessments selected.	 Up to 25 points
C.	CLASS Ranges <ul style="list-style-type: none"> •Low = 1 – 2 •Mid = 3 – 5 •High = 6 – 7 	Average across domains plus performance on Instructional Support (IS) domain if site average is 5.00 or higher	1.00-2.99 = 0 points 3.00-3.99 = 15 points 4.00-4.99 = 30 points 5.00-7.00 & <2.8 IS = 30 points 5.00-7.00 & ≥2.8 IS = 50 points
Site Score (A+B+C)			

Rate of Readiness Determination

- The rate of readiness is assigned based on the site score achieved. The point breakdown for the rate of readiness is as follows:
 - **Successful:** site score of 70+ points
 - **Probation:** site score of 69 points and below (The first year in this category triggers a one year probationary period. After the first probationary year, the partner site has to score 70 + points to receive continued funding.)
 - **Non-eligible:** site score of 69 and below and has been on probation for one year

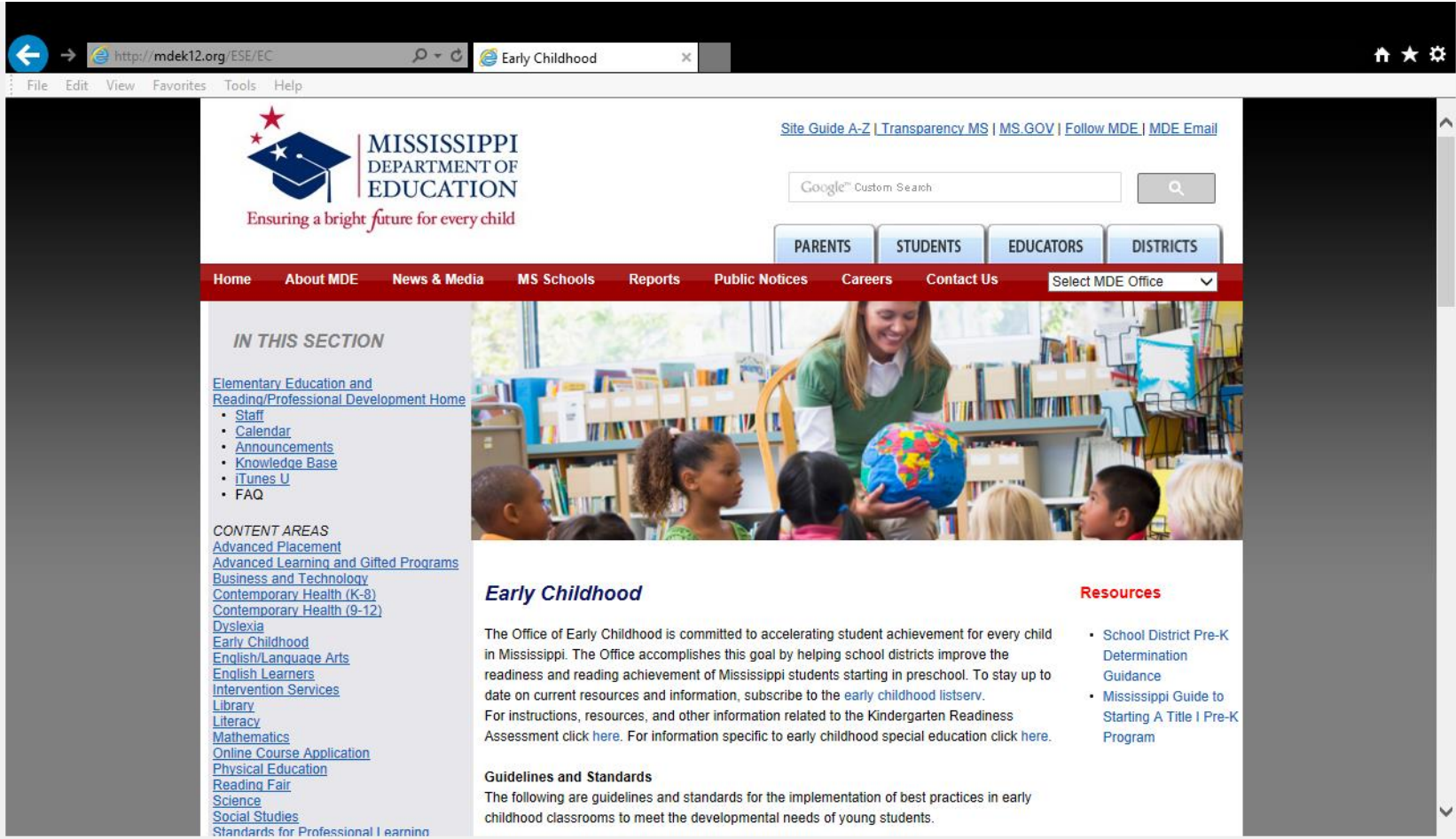
- **Pre-K Classrooms:**

- Standard 17.2: Pre-K Audit Checklist
- Once annually

➤ 17.2 Pre-Kindergarten (MS Code 37-7-301(ss))
(SB Policy 2904) (Refer to the Mississippi Early Learning
Guidelines)

Monitoring

- A technical assistance (TA) plan will be developed for any site with monitoring findings. TA will be provided following the plan until the finding is cleared.



The screenshot shows a web browser window with the URL <http://mdek12.org/ESE/EC>. The page features the Mississippi Department of Education logo and tagline. A search bar is present with the text "Google™ Custom Search". Navigation tabs include PARENTS, STUDENTS, EDUCATORS, and DISTRICTS. A red navigation bar contains links for Home, About MDE, News & Media, MS Schools, Reports, Public Notices, Careers, Contact Us, and a dropdown menu for "Select MDE Office".

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Early Childhood

The Office of Early Childhood is committed to accelerating student achievement for every child in Mississippi. The Office accomplishes this goal by helping school districts improve the readiness and reading achievement of Mississippi students starting in preschool. To stay up to date on current resources and information, subscribe to the [early childhood listserv](#). For instructions, resources, and other information related to the Kindergarten Readiness Assessment click [here](#). For information specific to early childhood special education click [here](#).

Guidelines and Standards

The following are guidelines and standards for the implementation of best practices in early childhood classrooms to meet the developmental needs of young students.

Resources

- [School District Pre-K Determination Guidance](#)
- [Mississippi Guide to Starting A Title I Pre-K Program](#)

Early Learning Model Contact Information

Office of Early Childhood

601.359.2586

earlychildhood@mdek12.org

<http://www.mdek12.org/ESE/EC>

Joyce Greer – jgreer@mdek12.org

Early Childhood Instructional Specialist

Pathways for Success Mississippi's Approved State Determined Model

Office of School Improvement



Goals of MS Pathways for Success Model

- Requires whole school reform
- Fosters student-centered learning opportunities that:
 - improve graduation rates,
 - improve student engagement, and
 - provide more rigorous and relevant instruction.
- Indicate significant positive impacts for students, particularly those in under-represented groups based on recent reports from early college designs and career academies

Goals of MS Pathways for Success Model

Requires systemic structural changes:

- A college and career for ALL mindset that requires high standards for every student and implements rigorous and relevant coursework that places each student on a pathway to success.
- The expectation that ALL students will have the opportunity to earn college credit through tuition-free dual-credit.
- The expectation that ALL students will be provided an opportunity to participate in well-defined and focused programs of study in approved career pathways.
- The establishment of a personalized learning environment where educators build strong relationships with students and families.

Goals of MS Pathways for Success Model

Requires systemic structural changes:

- The delivery of effective teaching based on common instructional practices that intentionally empower all students in all classes to develop and apply critical knowledge and skills in authentic contexts.
- The creation of a collegial, collaborative environment that redefines professionalism, promotes continuous school improvement, and supports shared accountability among school staff.
- The creation of an environment that supports improved student outcomes by granting significant school level autonomy over budgets, staffing, scheduling, professional development, and instructional designs to the administration.

Goals of Pathways for Success Model

Requires systemic structural changes:

- The purposeful design of a learning environment that includes strategic partnerships and intentional use of resources.
- The delivery of effective teaching based on common instructional practices that intentionally empower all students in all classes to develop and apply critical knowledge and skills in authentic contexts.
- The creation of a collegial, collaborative environment that redefines professionalism, promotes continuous school improvement, and supports shared accountability among school staff.

Pathways to Success Middle and High School Model

- Intervention Requirement
 - All funded proposals must address every intervention requirement for the selected model

Pathways to Success Middle and High School Model

- Intervention Requirement

Design a 7th - 12th system with clearly-defined programs of study in well-defined career pathways so **ALL** students can graduate with a high school diploma earning at least 12 college credit hours consistent with their selected academic and career pathway.

Pathways to Success Middle and High School Model

- Intervention Requirement
 - Middle School students will not be able to earn college credit hours.

Pathways to Success Middle and High School Model

- Intervention Requirement

Plan their innovation and reform based on a **well-defined set of early college and career academy model design principles** and operational practices. The plan should demonstrate how the new design principles and operational practices will be **intentionally embedded** in all aspects of the system.

Pathways to Success Middle and High School Model

- Intervention Requirement
College Credit for **All** Students at **No Cost**,
Including Tuition, Fees, and Textbook
Costs.

Pathways to Success Middle and High School Model

- Intervention Requirement
 - Work-Based Learning Opportunities
 - Including Job-Shadowing, Mentorships, and Internships

Pathways to Success Middle and High School Model

- Intervention Requirement

Create a **professional development plan** for teachers, administrators, and support staff that is directly **aligned** with federal school improvement grant requirements, early college, and career academy design principles.

Pathways to Success Middle and High School Model

- Intervention Requirement

Use of an **Educator Evaluation System**

Family and Community Engagement

Written **communication plan**

Strategies to **increase** college awareness

and equity of access to services (*college*

application assistance and financial aid

counseling)

Pathways to Success Middle and High School Model

- Intervention Requirement

Academic Support to Students At Risk for Dropping out of school and students **historically underrepresented** in college courses.

Teacher Advisors

Pathways to Success Middle and High School Model

- Intervention Requirement

Early Warning System

Data to identify the population at risk of dropping out of school

Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses

Pathways to Success Middle and High School Model

- Intervention Requirement

Signed Memoranda of Understanding with Key Partners, **Including** an IHE Providing College Credit **and** an MDE- Approved Technical Assistance Provider.

Pathways to Success Middle and High School Model

- Intervention Requirement
 - School Leadership Team Comprised of High School Principal, High School Counselor, Middle School Principal, Middle School Counselor, **Individuals with Decision-Making Authority** from both the LEA and IHE, and a **Design Consultant** assigned by the MDE.

Pathways to Success Middle and High School Model

- Intervention Requirement

Defined College and Career Readiness

Competencies **Expected of All** Students

Competencies integrated in all courses

Senior Capstone Project — a “culminating experiences ask students nearing the end of their college years to create a project of some sort that integrates and synthesizes what they've learned.”

U.S. News and World Report

Pathways to Success Middle and High School Model

- Intervention Requirement

Significant Commitment to Counseling Services, Including College Academic Advising

Adequate number of trained counselors to provide students with the academic, emotional and social supports necessary to be successful in building college and career readiness skills.

Pathways to Success Middle and High School Model

- Intervention Requirement
Administration of the ACT, the administration of an approved IHE early readiness indicator entrance/college placement exam as early as 8th grade in order to assess college readiness.

Pathways to Success Middle and High School Model

- Intervention Requirement
 - Fees associated with assessment administrations waived/covered for **all** students.

Pathways to Success Middle and High School Model

<u>Pathways to Success Model</u>	6 th – 8 th Grade	9 th – 12 th Grade
Design a 7 th - 12 th system with clearly-defined programs of study in well-defined career pathways so ALL students can graduate with a high school diploma earning at least 12 college credit hours consistent with their selected academic and career pathway.	√	√
Plan their innovation and reform based on a well-defined set of early college and career academy model design principles and operational practices. The plan should demonstrate how the new design principles and operational practices will be intentionally embedded in all aspects of the system.	√	√
Provide college credit earned through the high school years for all students at no cost; including tuition, fees, and textbook costs. In order to strengthen learning for all learners and to ensure a rigorous instructional pathways, the middle school grades will include a counseling component that focuses on providing students with academic and career guidance for success at the post-secondary level. Also, during middle school, the school must implement rigorous advanced learning/ pre AP instructional practices, which are designed to equip students with a strong academic foundation that increases the content knowledge necessary for them to successfully participate in dual credit and AP classes during high school.	√	√
Develop a robust plan for providing students work-based learning opportunities including job-shadowing, mentorships, and internships.	√	√
Create a professional development plan for teachers, administrators, and support staff that is directly aligned with federal school improvement grant requirements, early college, and career academy design principles.	√	√
Implement the Mississippi Educator Evaluation System for professional staff.	√	√

Pathways to Success Middle and High School Model

<u>Pathways to Success Model</u>	6 th – 8 th Grade	9 th – 12 th Grade
Establish specific strategies within the plan for engaging parents, families, and the community, in the implementation of the model.	√	√
Include within the plan strategies for students and families that increase college awareness and equity of access to services such as college application assistance and financial aid counseling.	√	√
Establish a system within the model that specifically identifies students for more intensive instructional supports. These students include those at-risk for dropping out of school, students with disabilities, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/school will have: (A) Data to identify the population at risk of dropping out of school; (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses; (C) Written communication plan for relevant target audiences: parents, community members, school board, etc.	√	√
Establish key partnerships during all phases of model implementation (pre-planning and full implementation). No later than fall 2017, the LEA must have a functional leadership team focused on the design, implementation, and sustainability of the reform. At a minimum, the membership shall include the high school principal, high school counselor, middle school principal and counselor, individuals with decision-making authority from both the LEA and IHE, and an MDE-approved technical assistance provider to deliver support throughout the term of the School Improvement Grant. These partnerships are marked by a signed Memorandum of Understanding.	√	√

Pathways to Success Middle and High School Model

<u>Pathways to Success Model</u>	6 th – 8 th Grade	9 th – 12 th Grade
Define within the plan the specific college and career readiness competencies expected of all students and outline a robust implementation plan for teaching and integrating those competencies in all courses. The plan should define the role of teachers as advisors and include a senior capstone project.	√	√
Demonstrate throughout the plan that there is a significant commitment to counseling services, including college academic advisors. Adequately trained counselors should be available to provide students with the academic, emotional and social supports necessary to be successful in building college and career readiness skills.	√	√
Include within the plan the administration of the ACT (as required in state accountability model). In addition, the plan should include: the administration of an approved IHE early readiness indicator entrance/college placement exam as early as 8 th grade in order to assess college readiness; the design of individual instructional plans; and the development of course schedules that allow students to begin college courses based on their aptitudes and interests. Fees associated with assessment administrations must be waived/covered for all students.	√	√
Describe within the plan the sustainable source of funds that will enable ongoing implementation of the program after grant funds expire.	√	√

Pathways to Success Model Contact Information

Office of Secondary Education

601.359.3461

<http://www.mde.k12.ms.us/ESE/secondary-education>

Jean Massey– jmassey@mdek12.org

Executive Director

- Questions

Requirements:

- An LEA Closes a School
- Enrolls Students in Other higher achieving schools within LEA (within reasonable proximity)
- Requires engagement of families and the community
- Funds may address reasonable and necessary costs associated with closing school

- Converts a school or closes and reopens under a:
 - Charter School Operator
 - Charter Management Organization
 - Education Management Organization
 - Not an option for this competition based on requirements for establishing a charter in the State of MS (charter school authorization timeline does not align with SIG competition timeline).

School Improvement Grant(SIG) Budget



Budget Requirements

- The budget request for each school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of up-to-five years.
- The application must comply with applicable federal, state, and local requirements.

- Five Year Budget Summary
- School Detailed Budget Summary Narrative
- Federal Budget Summary

- Summary gives the amount requested for each year.
 - Note: Year 5 – The maximum amount that can be requested is 50% of what was requested in Year 2

School Detailed Budget Summary Narrative

- Provides details on what districts/schools are spending these funds.
- There is no limit on number of pages.
- Complete one page per “Function Number”.
 - Use the link, <http://www.mdek12.org/OSFS/AMD> to ensure that you are using the appropriate function.
 - Work with your business manager.

School Detailed Budget Summary Narrative

- Column 2 – Provide as much detail as possible.
- Column 13 – enter the page number of the plan that aligns with this expenditure.

- Page should be a summary of all of “School Detailed Budget Summary Narrative Pages”.
- Indirect Cost – placed only in Total column.

What Will my Budget Packet Look Like?

- Five Year Budget Summary – 1 page
- School Detailed Budget Narrative
 - Planning Year
 - Separate page for each function
 - Year 2
 - Separate page for each function
 - Year 3
 - Separate page for each function
 - Year 4
 - Separate page for each function
 - Year 5
 - Separate page for each function

- **Federal Budget Summary (Total of 5 pages)**
 - Planning Year – 1 page
 - Year 2 – 1 page
 - Year 3 – 1 page
 - Year 4 – 1 page
 - Year 5 – 1 page

Questions

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